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ABSTRACT

The goals and activities of Partnership 2000, a federally funded project administered by Los Angeles Mission College for the California community colleges, are described in this report. Introductory material indicates that Partnership 2000 was undertaken to link business, industry, government, labor, and the state's community colleges in cooperative economic development efforts pertaining to issues development, resource development, faculty growth, student internships, and articulation agreements. Following an outline of project objectives and anticipated outcomes, specific activities are reviewed, including: (1) an aviation articulation conference held at San Jose State University; (2) a health care issues forum held at San Diego City College; (3) a manufacturing technology issues forum held at Los Angeles Trade-Technical College; (4) a high technology demonstration project implemented at Los Angeles City College; and (5) the Responsive Energy Technology Symposium and International Exhibition convened in San Diego. Each review contains a summary of activities and pertinent issues, and a series of recommendations. Following a brief summary of future industries which Partnership 2000 plans to target, the dissemination of project materials and internal evaluation procedures are discussed. Appendixes provide the Partnership 2000 vision statement and a list of core advisory committee members. (JMC)

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PARTNERSHIP 2000

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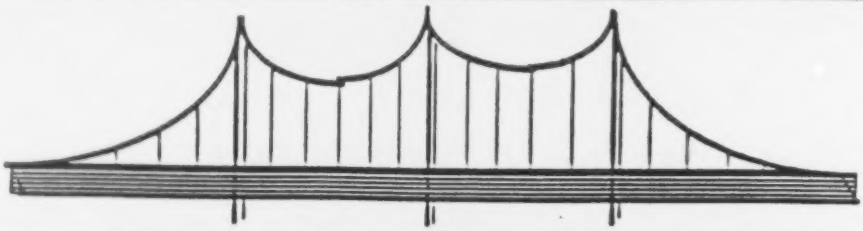

INDUSTRY
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A BRIDGE TO A MORE EFFECTIVE CALIFORNIA WORK FORCE AND A CONTINUING CHALLENGE FOR EDUCATIONAL EXCELLENCE

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PARTNERSHIP 2000: A CONTINUING CHALLENGE FOR EDUCATIONAL EXCELLENCE

PROJECT NUMBER: 89-0132
October 1990 - July 1991

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ACKNOWLEDGEMENTS

Partnership 2000 continues to be an exciting project that is primarily driven by industry's voices serving on the Core Advisory Committee. A glance of its roster is impressive, in my estimation, because each brings a voice from the industry or position represented. Those from industry reflect the need for a strong competitive workforce. Those from the labor sector stresses the need for organized labor to be provided opportunities for growth. Those from education want upgraded learning in new technologies so that, as faculty, such knowledge can be transferred to students, or, as students, such knowledge can easily be transferred to the worksite. Those from state and local government share their experiences as well as plans to promote training and education., All of these inputs are from volunteers. I, as project director, am immensely indebted to the Core Advisory Committee as well as those who serve on specific committees.

I am grateful to the support provided by the Project's Monitor, Dan Estrada, Chancellor's Office Specialist, as well as to my assistant, Dr. Cassandra Carraway, who made the places, dates, activities, and funding flow as planned. Not all came easy, but it is a pleasure to be associated when persons of goodwill work together to effect strong partnerships.

Thanks are extended to the Los Angeles Community College District as well as the Chancellor's Office, California Community Colleges for the opportunity to manage Partnership 2000 so that it has some impact on economic development in the State of California.

Jack Fujimoto, Ph.D.
Project Director
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EXECUTIVE SUMMARY

Partnership 2000 is a pioneering model bringing together business, industry, government, labor and the community colleges of the state. With change and innovation the driving forces, California's workers can keep the edge of productivity and California's businesses can keep the edge of creativity and entrepreneurial prowess that they have pioneered. Hopefully, the California community colleges will be an integral and equal partner in preparing the new California workforce.

Partnership 2000 represents a dynamic model that can be replicated in all areas and segments of the state and its economy. The goal of Partnership 2000 is to be a catalyst and provide the 'seed' funds for activities that business, industry, labor, government, and education can voluntarily implement in its local area. Colleges that have been provided with 'seed' funds are now writing proposals to "institutionalize" and "spiral out" those activities based on successful pre-planning and planning activities. Whereas, in the past, Partnership 2000 continued to guide and subsidize each program, now, a new institution will supervise and direct the institutionalized activities.

The High Technology Demonstration Project, housed at Los Angeles City College and funded by the Chancellor's Office, California Community Colleges will include the institutionalization of telecommunications.

West Los Angeles College, City College of San Francisco, and San Jose State University are writing proposals to institutionalize Aviation and Aeronautics activities for Fiscal, 1992.

During 1991-1992, Partnership 2000 will be validating Manufacturing Technology issues with another "Issues Forum" and the energy and environmental activities will be extended into the Responsive Energy Technology Symposium and International Exhibition (RETSIE).

Through "Issues Forums" conducted this year, the Core Advisory Committee recommended to refer health occupation concerns to the Statewide Health Occupations Committee to develop partnerships due to their over ridding interest and commitment.

The Core Advisory Committee will build on initial contacts with major transportation carriers and begin to establish partnerships between the community colleges and the transportation industry.

During the past contract year, activities in Partnership 2000 focused on the following industries: Aviation/Aeronautics - Energy/Environmental - High Technology - Health Care - Manufacturing Technology - Transportation.

Partnership 2000 promotes the ideal that training of and investment in the workforce is as important as investment in machinery and facilities. Without a trained, and constantly re-trained workforce, California's trend setting economy will become stagnant. The community colleges, because they are designed for adults, and because they are strategically located throughout the state, are uniquely poised to be vital educational links between employer and employee.

Partnerships between community colleges and business, industry, labor, and government can keep college faculty up-to-date with technology and trends in business and industry. This, in turn, leads to a more productive educational experience for students - California's present and future workforce.

Partnership 2000 is a federally funded (Carl D. Perkins Vocational and Applied Technology Act) special project administered through Los Angeles Mission College for California's community colleges.

Partnership 2000 was conceived and implemented four years ago to bridge the gap between industry and education. It was designed to forge a partnership between education and industry, business, labor, and government, to prepare students with entry-level skills for the workplace.

PROJECT OBJECTIVES AND ANTICIPATED OUTCOMES

1. Phase III Activity:

   Stage at least two more faculty - industry workshops (3-5) days each at San Jose State University for the professional growth in aviation/aerospace high technology to meet student and skills needs for the 21st Century Challenge; also, an internship program at an industrial site.

2. Phase III Activity:

   Expand the model partnership process to incorporate the university sector to the existing high school/occupational center and community college technician-education in aviation/aerospace - the "upside down" curriculum concept.

3. Phase II Activity:

   Continue the development and testing of model partnerships and/or processes in at least three industries as initially modelled successfully through a college-industry consortium in the aviation/aerospace arena in 1988-1989.

4. Phase I Activity:

   Convene augmented industry CORE committees and establish forums in targeted partnership activities to explore and document global and national issues for action planning.

5. All Activities:

   Expand the Partnership 2000 Core Advisory Committee with appropriate industry specialists from partnership fields.

6. All Activities:

   Provide adequate documentation of each activity for further study and possible replication.

Note: Phase III Activity - Full implementation of Partnership Activity in Aviation/Aerospace.
Phase II Activity - Partial implementation of Partnership linkage plans.
Phase I Activity - Planning activities for partnership linkages.

This innovative project will provide income, education, and employment training opportunities for students. Vocational instructional faculty will be offered professional development training opportunities to gain currency in new technologies from bonds between participating education, business and industry as well as governmental training agencies. This project will matriculate community college vocational students into California State University degree programs, structure job placement, improve student guidance and counseling efforts, and leverage substantial resources to improve community college vocational education programs and services.

PROJECT ACTIVITIES 1990-1991

The Partnership 2000 Core Advisory Committee held its first meeting on October 5, 1990 at the West Los Angeles Airport Center. The goal of the meeting was to identify strategies and activities that could be accomplished within the next nine months. The following areas were identified as focal points for the current year:

* Issues Development
* Resource Development
* Faculty growth
* Student internships with industry
* Articulation agreements

Activities to be accomplished:

1. Aviation/Aeronautics
   a. Student Options
   b. Faculty growth
   c. Program Articulation

2. Energy/Environmental
   a. Issues Development

3. High Technology
   a. Subcommittee organization
   b. Issues Development

4. Health Care
   a. Subcommittee organization
   b. Issues Forum & Development

5. Manufacturing Technology
   a. Subcommittee organization
   b. Issues Forum & Development

6. Transportation
   a. Issues Development

REVIEW OF ACTIVITIES

Aviation and Aeronautics

An Aviation Articulation Conference was held on April 4, 1991 at San Jose State University (SJSU). The conference provided a forum to develop articulation agreements for transfer students in aviation and aeronautics to the SJSU Department of Aviation, which offers two baccalaureate of science aviation degree programs. Participants included representative from California community college aviation/aeronautics programs throughout the state. The one day conference began with a morning discussion on articulation led by the SJSU staff followed by an afternoon session on writing up articulation agreements.

The Use of Simulation and Computer Based Training Seminar was scheduled for the week of June 24, 1991; however, planning, funding approval, as well as logistics delayed it staging; but, it was held at San Jose State University. The purpose of this activity was for faculty development upgrade and introduction to new technology. Co-sponsors included United Airlines, Boeing, and Douglas Aircraft. The seminar provided covered simulation courseware development, theoretical application and practicum.

Recommendations:

There are two Aviation/Aeronautics activities planned for the Fall, 1991: 1) Aviation Maintenance Triathlon, and 2) Part 147 Revision Seminar, which are planned to be funded outside of Partnership 2000 in 1991-1992, if possible. This tests the concept of "institutionalization" and "spiraling out" of successful programs.

The purpose of the Aviation Maintenance Triathlon is to foster competition and excellence by teams representing the community colleges. It will also foster self-esteem and improve the image of students, programs and institutions.

The purpose of the Part 147 Revision Seminar is to upgrade community college instructors and to provide recency of experience, professional development in course building computer training and curriculum development workshop.

Health Care Issues Forum

A panel of health care professional, representing education, business, industry, labor and government agencies and organizations participated in the Health Care Issues Forum on February 22, 1991 at San Diego City College.

Issues and Recommendations:

Education Community

Health care faculty need to be provided with opportunities to upgrade the currency of knowledge along with staff development activities. Mentorships and internships should be developed and provided on the job site. Retraining opportunities need to be provided within the health care professions. The community colleges need publicity for the job market in health care teaching. The Chancellor's Office, California Community College provides a Staff Diversity Job Registry. Health care faculty and business and industry employers need to interface to solve the critical job fillings. Community college faculty need to be provided with growth workshops for technical upgrade, including topics on English as a Second Language (ESL), assessment, and cultural diversity in meeting the needs of the New Californian's. Business, industry and education should develop a Directory of Temporary Summer Positions for faculty and students.

Industry Community

There is a critical shortage of health care professionals including teachers and employees. Funding has not been available to meet the needs. Legislative issues include licensing and teacher/student (class ratio) concerns. Industry provides internships and scholarships, inservice classes on cultural diversity, language skills, and secondary languages, however, more is needed. In addressing the funding issue, collaborative efforts must be implemented.

A faculty development committee from the conferees should convene a Health Professions Forum consisting of key representative from the legislature, industry, business, labor and education, led by Tricia Hunter, Assemblywoman from the 79th District. Forum agenda items should include recommendations from this issues forum, a review of other mutual issues, and the development and implementation of an action plan addressing the critical issues.

Student Options

There are many activities and options available to students in the health care field. Programs such as HOSA, health care workshops, student nursing associations and clubs (CSNA), Latino Advisory Community of Nurses. There are several groups that provide support for the underrepresented students, assist in providing classes in language skills, science, math, and reading skills. UCLA provides a summer student stipend, and UCI offers stipends from a Hughes grant.

Health Pathways publications provides information on student clubs, internships, scholarships, a health profession newsletter and materials and information on the health care professions to interest groups.

Although there exists many opportunities for students currently enrolled in a health care program, and a great deal of recruitment efforts are underway, the conference participants noted there is increasing competition for students from other areas of vocational education.

The conference participants recommended the development of marketing strategies aimed at the elementary school student that will develop interest groups at an early age. Workforce L.A. will provide materials developed by their health care occupations committee upon request. A student options committee of conferees should meet with Workforce L.A. volunteers to capitalize on there efforts.

Manufacturing Technology Issues Forum

Representatives from education, business, industry, government, labor, and students participated in The Manufacturing Technology Issues Forum: Manufacturing for the 90's: Meeting the Global Competition, held at Los Angeles Trade-Technical College on April 19, 1991.

The conference focused on two key issues:

1) Improving the linkage between industry and education, and education.
   a. What skills does industry desire for an applicant to possess to be a successful employee?
   b. How should education meet the needs of industry?
   c. What will be required of education to meet the needs of industry three to five years from today?

2) Meeting the global competition.
   a. How to update equipment and processes. Research available, manufacturing equipment, and predicted advances in procedures and processes.
   b. How to impart the information to both education and manufacturing personnel.

Issues and Recommendations:

Industry Community

The industry panel members were in full agreement that math and both oral and written communication skills are crucial. Employees must be able to solve problems. They need to learn about machines, but also about how a business operates. Future employees must know how to learn. They also have to be diverse - often they go from department to department while working on a project; however, expectations on both sides must be reasonable.

Education Community

Colleges receive funds from federal and state government and it is difficult to make them go far enough. It is true that vocational-type classes are being cancelled because the cost is to high and we can put more students in academic classes. The Los Angeles Community College District is the largest community college system in the world. The District sits on the edge of the Pacific rim; and we should be training the students with the regard to the needs of industry. The colleges need to do a better job and should increase its contact with industry. The industry community should be involved in setting up the training of students. There should be a partnership between industry and the colleges. The colleges could train employees on manufacturing sites by means of contract classes. Bridges and partnerships need to be built between industry and education.

Student Options

Students often have a one-sided perception of business and labor - a barrier we have trouble crossing. Colleges need to look at manufacturing technology current structure. Students are expecting and looking for security which is not necessarily possible. Colleges need to confront the issues, remove the barriers, and look at the structure with industry in mind. Students must realize that math, communication, and interpersonal skills are crucial. Students need classes in job hunting, business

communication and the identification of companies that are providing students internships and currently hiring new employees.

Strategic Plan

The Partnership 2000 Manufacturing Technology Committee has developed a strategic plan calling for proactive liaison between the Los Angeles Community College District and the manufacturing industry. The plan calls for a Manufacturing Technology Roundtable, bringing together representatives from industry and the District to plan and oversee the implementation of strategic relationships between education and industry. Crucial to the plan's success will be access to key representatives in both the District and manufacturing firms in the Los Angeles basin.

High Technology Demonstration Project

Partnership 2000 coordinated its activities closely with this High Technology Demonstration Project. Chadwick Woo, Jr., Assistant Dean, Los Angeles City College serves as the Project Director. The mission of the High Technology Demonstration Project is to provide a pilot project that will demonstrate specific activities by which Los Angeles City College, and subsequently other colleges, may accomplish the following:

1. Establish and expand college/corporate linkages and partnerships for special needs, students education, training, internships, and employment.
2. Provide cooperative training programs and internships which feature practical "hands on" experiences in preparing for careers that use high technology.
3. Provide staff development and technical assistance to college and corporate personnel to foster, develop and expand business education linkages in student preparation for employment in high technology careers.

The project represents California's response to develop "human capital" with the education and the skills needed to perform the complex jobs that technology produces. This project brings together the public and private sectors to develop a world class workforce.

Los Angeles City College provides academic, vocational and technical instruction and workplace experiences for their special needs students.

This project represents a commitment to the development of the disabled and disadvantaged students in preparing them for the technical workplace through the formation and enhancement of partnership agreements between Los Angeles City College and participating corporation.

Energy Environmental Issues

The Responsive Energy Technology Symposium and International Exhibition (RETSIE) Conference and Expo was held in San Diego, California from May 8, to May 11, 1991. RETSIE brings together decision makers from around the world to explore the critical influence of energy. The conference provided opportunities to form coalitions and business liaisons with industry leaders from around the world, and an opportunity to deal with worldwide problems and come up with answers and solutions on global energy management. Participants were provided with a preview of what is new on the social, political, economic and technical horizons of worldwide energy, and received specific hands-on materials directly applicable to individual energy and environment needs.

Transportation Activities

The Partnership 2000 Transportation Committee worked on establishing initial contacts with major transportation carriers. The committee will build on these contacts, and begin to establish partnerships between education and the transportation industry. United Parcel Service and Federal Express will be the focus of Partnership 2000 activities in 1991-1992.

Summary

During the past contract year, activities in Partnership 2000 focused on the following industries: Aviation/Aeronautics - Energy/Environmental - High Technology - Health Care - Manufacturing Technology - Transporation.

During the next contract year, Partnership 2000 will continue to focus on the above industries, with the exception of the Health Care industry, as these activities will be deferred to the Chancellor's Office, California Community College health occupations staff. Activities in Partnership shall also be focused on the addition of the following industries: Recreation - Small Business - Telecommunications.

DISSEMINATION OF PROJECT MATERIALS

Partnership 2000 materials were reviewed and approved by the Project Monitor, Daniel Estrada, and the Project Director, Dr. Jack Fujimoto. Two Partnership 2000 brochures and four Partnership 2000 Newsletters were disseminated to:

Chancellor's Office, California Community Colleges

President, Board of Trustees of each district

President/Superintendent of each community college

Deans of Occupations Education, both college and district

Deans of Instruction of each community college

Academic Senate Presidents of each community college

U.S. Departments of Education and Labor

Partnership 2000 Issues Forums, conferences and meetings

Educational Resource Information Clearinghouse

INTERNAL EVALUATION OF ACTIVITIES

Since the project is a cyclical model building on the success of a prior cycle of activities, evaluation occurred periodically and at the conclusion of the project. The Partnership 2000 Project evaluation was planned through a three prong effort.

1. Documentation of each phase of the effort was made and evaluated by the Partnership 2000 Core Advisory Committee to see whether a long stand partnership starts or is judged likely for success.
2. Professional faculty growth activities were evaluated in written form by participants. Strengths and weaknesses of the format as well as experiences of the participants were noted.
3. Program articulation activities were evaluated through a participant report indicating the barriers overcome and status of the articulation agreement.

APPENDIX A

PARTNERSHIP 2000 VISION STATEMENT

1991-1992

PARTNERSHIP 2000

VISION STATEMENT

1991-1992

It is the intent of Partnership 2000 to continue its efforts toward improving relationships between education and business, government, industry, and labor in creating and expanding a quality workforce.

Goal 1.0: Improve student access to Vocational/Applied courses and programs.

Objective 1.1: Complete a comprehensive survey to identify barriers to student access to Vocational/Applied Technology courses and programs.

Objective 1.2: Establish a work team consisting of representatives from education, business, government, recommendations for improving access to Vocational/Applied Technology courses and programs in accordance with the findings of the survey conducted under Objective 1.1.

Objective 1.3: Provide staff development to improve access to Vocational/Applied Technology courses and programs in accordance with strategies development under Objective 1.2.

Objective 1.4: Establish a work team to collect data and report outcomes of the new procedures for student access and recommended changes as needed.

Goal 2.0: Increase student placement in a variety of workplace environments.

Objective 2.1: Complete a comprehensive survey to identify barriers to transition to the workplace.

Objective 2.2: Establish a work team consisting of representatives from education, business, government, industry and labor, including students and faculty, to make recommendations for improving transition to the workplace in accordance with the findings of the survey conducted under Objective 2.1.

Objective 2.3: Provide staff development to improve transition to the workplace in accordance with the recommendations developed under objective 2.2.

Objective 2.4: Establish a work team to collect data and report outcomes of the new procedures for student transition and recommend changes as needed.

Goal 3.0: Revise Vocational/Applied Technology curricula to incorporate new and/or advanced technologies.

Objective 3.1: Complete a comprehensive survey to identify new and/or advanced technologies.

Objective 3.2: Establish a work team consisting of representatives from education, business, government, industry, and labor, including students and faculty, to make recommendations for revision of curricula incorporating new and advanced technologies in accordance with the findings of the survey conducted under Objective 3.1.

Objective 3.3: Provide staff development to assist in curricula revision not only to education, but to those impacted in business, government, industry and labor in accordance with the recommendations developed under Objective 3.2.

Objective 3.4: Establish a work team to collect data and report outcomes of newly revised curricula and recommend changes as needed.

Goal 4.0: Stimulate discussions to identify Vocational/Applied Technology issues.

Objective 4.1: Establish a work team to develop a calendar for holding statewide "Issues Forums" including project participants, dates, times, and locations.

Objective 4.2: Conduct "Issues Forums" in accordance with the calendar developed in Objective 4.1.

Objective 4.3: Establish a work team to collect data and report outcomes related to the action plans and recommendations of the "Issues Forum" participants.

Objective 4.4: Distribute all acquired "Issues Forums" Information to the Statewide Advisory Committee and other interested parties.

APPENDIX B

CORE ADVISORY COMMITTEE

PARTNERSHIP 2000

CORE ADVISORY COMMITTEE

1990-1991

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